

New Title III Directors



Giving something extra puts students on top!

Michigan Department of Education
Special Populations Conference
September 24-25, 2015


www.michigan.gov/ofs



OFS MISSION

Accelerate student achievement
through school improvement
by working as partners to
maximize the allowable use
of supplementary resources.



A young Black boy with a backpack, wearing a green polo shirt, looking towards the camera.

Anticipated Outcomes

Participants will develop knowledge about the Title III Program requirements/ English Learner Alternative Language Programming

Today's Format

- Presentation
 - Summary of each Title III Monitoring Indicators (Self-Assessment Checklist)
http://www.michigan.gov/mde/0,1607,7-140-6530_30334_40078---,00.html
- Question & Answer: Collect note cards throughout the session



- Note Cards: write your questions down, time will be given at the end of presentation to ask us the question
- You will want to additionally review the Title III Monitoring Indicators (Self-Assessment Checklist)



Learning the Lingo

- EL- English Learner (the student)
 - *Same as* LEP: Limited English Proficient
- FLEP-Formerly limited English Proficient
- MEGS+- Michigan Educational Grant System
- DAS- Division of Accountability Services (Assessment & Accountability)
- MSDS-Michigan Student Data System
- HLS-Home Language survey
- WIDA ACCESS or W-APT
 - World-Class Instructional Design and Assessment
 - English proficiency assessment (or screener)



Legal Precedent & Accountability



Summary of Applicable Laws

- Both National and State
- Examples
 - Office of Civil Rights
 - Title I (due to assessment)
 - Title III
 - State Memoranda





Historical

- 1964: Title VI of Civil Rights Act
 - No discrimination in federally funded programs
 - “National Origin” Connection = language and race





Historical

- 1968: Title VII ESEA – Bilingual Education Act
 - Replaced with 2002 Title III NCLB





Historical

- 1970 OCR Memorandum
“Where the inability to speak and understand the English language excluded ...children from effective participation ..., the district must take affirmative steps to rectify the language deficiency. ”





Historical

- 1974: Lau v. Nichols
 - Discriminatory impact (even if no discriminatory intent) = civil rights violation
- 1974: Equal Education Opportunities Act
 - No alternative language program = discrimination



Castañeda v Pickard

- 3 Prong “test” for program compliance
 - Based on educational theory that is recognized and sound
 - Appropriate and sufficient implementation
 - Instructional practices, resources and personnel necessary to translate theory into reality
 - Sufficient frequency & duration to succeed
 - Annual evaluation and improvement; changes if not working



Administrative Responsibilities



Layers of Education & Supports for ELL

4th – **Title III supplemental** services beyond the 1st & 2nd layers: must include additional direct instruction that helps close the achievement gap, professional development, and parent outreach

3rd – **Title I supplemental** support

2nd – **OCR mandated alternative language program** that provides students both English language instruction and meaningful access to the core curriculum (core below)

1st – **Basic, local board adopted curriculum / instruction** that all students receive.

**GENERAL
FUND**

English Learners' Programming

Alternative Language Program (ALP)

- General Ed funded
- Defined in ALP chart
- During the day (3 prong test)
- Increase English, ensure access to content
- Meaningful Parent communication required

ALP chart: required upload annual in Cons. App

- Title III Program
 - Title III funded
 - Programming beyond core ALP services
 - Increase achievement
 - Certain allowable activities (PD, extended learning, etc)

General Fund EL Activity Logistics: (ALP direct services plus)

- W-APT Screening & EL Program Eligibility Determination
- Direct, program services for English Development & access to content for EL (Differentiated by English proficiency level and grade)
- Highly qualified (ESL / bilingual endorsement) staff instruction
 - and participation in special education decisions
- In-class (general ed) **and** assessment accommodations (incl. M-STEP)

General Fund, continued.....



- WIDA ACCESS Administration
- Parent notifications (eligibility, etc)
- Meaningful parent communication (translations, communication in language other than English)
- MSDS (associated EL fields) maintenance
- Annual Evaluation



Title III EL Activity Logistics:

(beyond *the ALP plus*)

Certain allowable activities

- Supplemental direct services (beyond ALP chart: for example, extended learning like afterschool / summer learning)
- Supplemental Materials
- Professional Development & Training for both general education staff and ESOL program staff
- Parent & Community Engagement / Collaboration Activities (examples: adult ESL, parent transportation to such, family night)

Note

- Accountability matters evolve
- Stay connected
 - (DAS) – for Spotlight
<https://public.govdelivery.com/accounts/MIMDE/subscriber/new>
 - Email Shereen asking to be on *her* group list
TabriziS@michigan.gov
 - EEM <https://cepi.state.mi.us/eem/>



Title III Consolidated Application

Objectives, strategies & activities (DIP/SIP)

of students, # of materials and costs

Job descriptions

Administrative & indirect costs < 2% of allocation

Not Allowable

Not if previously funded by general funds.

Supplant any Federal, State or local expenses

Assessment Admin Costs: *WIDA and W-APT (M-Step Accom.)*





To Apply for TIII

- Submit an application in MEGS+
 - *OR* Join a consortium (*September deadline*)
- Maintain
 - separate fiscal records
 - records for district in central location



Must have processes in place...

- To determine eligibility of any new enrollee (*W-APT*)
- To annually measure the English proficiency of ELs (*WIDA ACCESS*)
- To determine the effectiveness of programs and activities in assisting ELs in achieving state content standards and attaining English proficiency (*M-STEP*)

DAS website:

<http://www.michigan.gov/mde/0,4615,7-140-22709---,00.html>

Division of Accountability Services (DAS)

- **Formerly** Bureau of Assessment and Accountability (BAA)
 - Needs to be level 5
 - WIDA Pre id / assessment matters
 - M-STEP exemption
 - False LEP submission



Accountability

AMAOs: Annual Measurable Achievement Objectives (with group size of 10 or more for AMAO 1 and 2; group size of 30 for AMAO 3)

1: **Student Growth Percentile** Annual targets for progress made by ELs in English development (WIDA year to year)

2: **Proficiency:** % of ELs attaining 5.0 or higher on WIDA

3: **Content Achievement** of EL sub-group (state accountability assessments a.k.a. M-STEP, etc)

Accountability

FLEP

- Must monitor FLEPs for 2 years after exiting the program (MSDS exit) on content achievement
 - Number succeeding, number not succeeding and why not
 - How many returned to the ALP program?



Accountability

- WIDA testing participation rates monitored
 - Possible consequences
- MSDS Coding
 - Correct coding is imperative due to relationships with assessment and accountability



Include a Title III Plan

- All districts applying for federal funds are required to include a plan with objectives and strategies addressing the needs of ELs;
- Guided by data analysis, have EL objectives (for activities funded by Title III)
 - As part of the DIP /SIP
 - That mirror the budget detail specific to Title III funds usage.



Student Identification & Placement



Home Language Survey

Questions or Actual form REQUIRED at enrollment

- Kindergartners and new students through grade 12 must complete Home Language Survey (HLS)

MUST have **both** questions without modification

- Is your child's native tongue a language other than English?
- Is the primary language used in your child's home or environment a language other than English?



W-APT Screener

- Screened with W-APT screener
 - Within 30 days of the first day of school
 - OR 10 days from enrollment date thereafter
 - Preschool ages 3,4 or 5 NOT screened with W-APT screener (exception: new K students)



MDE Eligibility

http://www.michigan.gov/mde/0,1607,7-140-6530_30334_40078---,00.html

- Entry
 - Refer to the EEP document specific to student's grade and time of year (Dec 1 shift)
 - Ineligible determinations require more than just w-apt (see EEP document)

Note: Kindergarteners are universally *eligible* based on Home Language Survey 'yes'

MDE Eligibility

http://www.michigan.gov/mde/0,1607,7-140-6530_30334_40078---,00.html

- Exit
 - 5.0 or higher WIDA
 - 4.5 or higher in every domain (L, S, R & W)
 - Proficient in grade level expectations on additional state approved assessment in Reading (Writing strongly encouraged)

Note: Recommendation not to exit until 3rd grade



Exchange Students

- Same process as other students, eligible as LEP/EL with a 'yes' to any of the two home language survey question(s)
- Immigrant code in MSDS will apply when students meet the immigrant definition.



MSDS

Required fields for eligible EL

MSDS CEPI Manual specific to school year (and count date)

http://www.michigan.gov/cepi/0,4546,7-113-986_50502---,00.html



MSDS contd.

- ELs and Foreign Exchange students may also qualify as “Immigrant”- definition:
(A) are aged 3 through 21; (B) were not born in any State, the District of Columbia, and the Commonwealth of Puerto Rico; **and** (C) have not been attending one or more schools in any one or more States for more than 3 full academic years.

Sec. 3301(6) of Title III



MSDS, WIDA

- Students are LEP for the full school year in which there is a LEP flag in the MSDS history
- When exited, students are FLEP.
- FLEP must not take WIDA
- Students who meet exit criteria:
 - Exited as LEP in MSDS



MSDS contd.

- Note: Communication between English Learner staff and MSDS staff is imperative.



Parent and Community



Parent and Community Involvement/ Engagement

LEAs must have a parent engagement plan

- Parents must be engaged in **developing**, **implementing** and **evaluating** the plan
 - Effective means of parent outreach, literacy, training activities
- Survey parent input following parent meetings



Parent Notification

- Must have procedures to notify parents
 - Reason for identification
 - Level of proficiency (WIDA PL), how assessed
 - Methods of instruction to improve proficiency and to meet state content standards
 - Exit requirements of the program (Entrance and Exit Protocol document on MDE website)



Parent Notification, Continued

- Parents' right to refuse services
- Requirement to take annual ELP assessment in spite of parent refusal



Parent Rights

Parents can

- Waive their rights to receive EL services (includes partial waiver)
 - Must provide evidence
- Request assistance in choosing programs
- Ask for translation & interpretation
 - Schools must fulfill (OCR requirement)



When a parent refuses services...

Have a **process** when a parent refuses EL services

Example

- Have a parent meeting to explain:
 - The Alternative Program, to gain equal access to academic subjects
 - Explain additional supports available
 - Assessment requirements (ACCESS for ELs)
 - Parent engagement /literacy classes



Instructional Programs & Assessment



WIDA – MI English Proficiency Standards

- <https://www.wida.us/>
- Download Library:
<https://www.wida.us/downloadLibrary.aspx>



WIDA :

- Proficiency levels
 - 1-Entering
 - 2-Emerging
 - 3-Developing
 - 4-Expanding
 - 5-Bridging
 - 6-Reaching
- 4 Language Domains
 - Listening
 - Speaking
 - Reading
 - Writing
- The language of:
 - Social and Instructional
 - Math
 - ELA
 - Science
 - Social Studies



Alternative Language Program (ALP)

- Differentiate intensity and duration of the ALP (general funds),
 - Based on
 - English Proficiency level
 - Academic difficulty
 - By a highly qualified ESL or Bilingual teacher
 - During the day



Program Characteristics

Upload ALP (in MEG+) in the Consolidated App.

Make sure you review.....

1. **Delivery:** who delivers the program?
2. **Type of program:** push in, pull out, sheltered instruction, differentiated instruction
3. **Program Effectiveness:** have you met your AMAOs? (use data: reading/math proficiency level from District Report Card, WIDA ACCESS)





Alternative Language Program

- Coherent and sustained English language services/programs
- Based on research
- Appropriate strategies of literacy development and content instruction; coordinated with classroom instruction





Meaningful access to...

Gifted or talented programs, elective classes, dual enrollment, advanced placement for EL students who could benefit from such a program/placement .

- To counseling, social work and other services, comparable to that available for non-EL students.



Instructional Programs and Assessment

- English literacy, if literacy is introduced in native language
- A comprehensive high school education leading to graduation
- Accommodations and adaptation of different student learning needs, as required in 504s and IEPs



Accommodations

- Accommodations for state content assessments
- General Ed classroom: a plan for providing reasonable adaptations and accommodations for English Learners



Annual English Proficiency Assessment

- WIDA ACCESS or WIDA Alternate ACCESS
- WIDA 2.0 in Spring 2016 for grades 1-12
 - ***Headsets with microphones are required for this assessment.***
- February- March Testing Window





FLEP experiencing difficulty

- Team with highly qualified Bilingual/ESL teacher:
 - Other non- TIII funded supports /intervention services
 - and/or
 - Reassess FLEP student's language proficiency level if re-entering ALP



Teacher Qualification & Professional Development



Teacher Qualifications

- ESL or Bilingual Teacher
- Michigan Certification
- Bilingual or ESL Endorsement

(If teaching an ESL class for high school English credit, an English major or minor is also required.)



Professional Development

- Design
 - Improve the instruction of ELs
 - Enhance teachers' ability
 - Curricula
 - Assessment
 - Instruction
 - Communication with parents
 - Research-based methods
 - Sufficient intensity and duration



Professional Development

- Systematic
- Ongoing
- Job embedded
- Sustained
- Evaluated for impact on student achievement and teachers' competencies+



Skills & Knowledge for Mainstream Teachers

- Second Language Acquisition / learning
- Culturally/ linguistically relevant curriculum & instruction
- Instructional strategies for ELs
- Appropriate accommodations, modifications
- Assessment
- Parent engagement



Program Evaluation & School Improvement



Title III & EL Programming: Evaluation*

- Annual Evaluation beyond AMAOs including TIII funded activities
- Title III Monitoring Indicators Self Assessment Checklist (*Found at MDE Special Populations Website*)

http://www.michigan.gov/mde/0,1607,7-140-6530_30334_40078---,00.html

* *Use MDE Program Evaluation Tool*

Questions?

Thank You !!



Today's Presenters:

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